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THE UNIVERSITY OF ALBERTA

AN EXPLORATION OF TEACHERS' MOTIVATIONS FOR PARTICIPATING IN CURRICULUM DEVELOPMENT

BY

JAN SMALL

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

DEPARTMENT OF ELEMENTARY EDUCATION

EDMONTON, ALBERTA

SPRING 1986

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Jan Small

#109, 12404-114 Ave

Edmonton, Alta.

Date: April 7, 1986

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled An Exploration of Teachers' Motivations for Participating in Curriculum Development

submitted by Jan Small

in partial fulfillment of the requirements for the degree of Master of Education

(Supervisor)

Date: April 7, 1986.

DEDICATION

To my Mother—for her encouragement, understanding and support.

ABSTRACT

There is evidence that teacher participation in curriculum development is of value to the development process and to teachers. However, although the literature states that it is desirable for teachers to participate in curriculum development, few studies have explored teachers' motivations for becoming involved. Therefore, the purpose of this study was to answer the following two research questions.

1. What factors influence teachers' willingness to participate in curriculum development?
2. Why do these factors make a difference to teachers?

In order to answer these questions, the researcher drew from the literature six categories of factors which may influence teachers' willingness to participate in curriculum development. The researcher then wrote brief statements (called indicators) which reflected the meaning implied by each category. There were four indicators for each of the six categories. These indicators were the measuring instrument for this study.

The study sample consisted of twenty-three full-time classroom teachers who have taught at the elementary level. Each teacher was interviewed and asked to do a card-sort, indicating the relative importance of each item. Each teacher was asked specific questions about his or her ranking of the indicators.

The conclusions drawn from the data suggest that teachers are most attracted to participation in curriculum development by the prospect of Professional Development and Participation in Decision-Making. Of secondary importance were the categories of Self-Esteem and Organizational Climate. Career Orientation and Extrinsic Rewards were least valued by the teachers.

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CHAPTER I

INTRODUCTION

The classroom teacher as curriculum developer at both the district and provincial levels is a topic of concern to specialists working in the field of Curriculum Studies. There is evidence that teacher participation in curriculum development is of value to the development process and to teachers.

Research, for example, suggests that teachers are most knowledgeable when it comes to schools, student needs and the classroom situation. Consequently, teachers are able to create practical materials which can be used by other teachers without difficulty. Further, teacher participation in curriculum development leads to more effectively implemented curricula. Positive effects on teacher behavior, i.e., improved self-image, a greater sense of security, increased creativity and improved relationships with their colleagues were cited in the literature as yet another of the many advantages of teacher involvement in curriculum development.

Although the research indicates that it is desirable for teachers to participate in curriculum development, few studies have investigated teachers' motivations for becoming involved.

This led the researcher to review literature which pertained to participation in decision-making in three contexts: organizations in general, schools in particular, and curriculum development committees.

From this literature the researcher identified variables which are related to teachers' willingness to participate in curriculum development. However, the variables which are most important to teachers have not yet been identified.

Purpose of the Study

This study dealt with teachers' reasons for wanting to become involved in curriculum development at the district level. There are a number of variables which affect teachers' willingness to become involved in curriculum development. The purpose of this study then was to determine which variables are of importance to classroom teachers. Equally important were the reasons why teachers feel that these variables are more important than others. Therefore, this study addressed the following research questions:

1. What factors influence teachers' willingness to participate in curriculum development?
2. Why do these factors make a difference to teachers?

Definition

Curriculum Development: In this study curriculum development refers very broadly to "a process which encompasses the following procedures: (1) organization of the curriculum committee(s); (2) selection of objectives, aims, and goals of instruction;

(3) the designation of appropriate content, learning experiences, and teaching aids; (4) the choosing of the best methods of instruction; (5) the selection of the evaluation procedures commensurate with the designated objectives, aims, and goals; (6) the trial and evaluation of these materials, learning experiences, and methods; (7) the development of appropriate curriculum guides; and (8) the provision of procedures for continuous study, evaluation, and improvement of the curriculum" (Neagley and Evans, 1967: 5).

Methodology of The Study

This section briefly describes the development of the measuring instrument, the study sample, and the methods employed to collect and analyze the data.

The development of the measuring instrument proceeded in three steps. The first step involved identifying and categorizing variables related to teachers' willingness to participate in curriculum development.

Second, in order to make the categories applicable to a curriculum development situation, the researcher developed indicators, i.e., written statements which reflect the meaning implied by each category.

The third step consisted of validating the list of indicators. This was done to determine whether or not other people interpreted the categories the same way the researcher did. The indicators

were printed on cards and five elementary school teachers were asked to sort the cards into the categories. Revisions were made on the cards which more than one teacher found difficult to categorize.

The researcher asked graduate students from various departments in Education at the University of Alberta to participate in this study. This was the most feasible way to obtain a sample of teachers who have taught in a variety of school districts. This was important because every school district develops its own curriculum development policies and procedures. By selecting graduate students, the researcher was able to obtain a sample of twenty-three teachers who represent a number of school districts. Consequently, the study findings can be generalized to several school districts. The study sample is discussed in detail in Chapter III.

The researcher explained to each teacher-participant the purpose of the study. The teachers were each asked to read the cards and place them in four categories: most important, important, somewhat important and not important.

Once all the cards were placed, each teacher was interviewed in order to determine his/her reasons for placing the cards in the Most Important and the Not Important categories. This procedure was pilot tested with five elementary teachers prior to the research.

The results were charted and tabulated in order to determine the factors which are most important to teachers. The taped interviews were used to identify the teachers' reasons for wanting

to participate in curriculum development as well as their reasons for placing the cards in the "Not Important" category.

Limitations of The Study

1. There are limitations to interview studies. For example: i) the teachers responses may have been influenced by what they thought the researcher wanted to hear, and ii) the presence of the researcher may have affected the teachers' placement of cards. The researcher tried to prevent these problems by conducting a pilot test in order to improve her interviewing techniques.
2. The subjects of this study were all teachers at the elementary level. This limited the extent to which the researcher could generalize the findings to the secondary level or to other types of school personnel.

Significance of The Study

As a result of this study, knowledge of the factors which motivate teachers to participate in curriculum development as well as the reasons why these factors are important to teachers will be acquired. From both a theoretical and practical perspective this information is valuable.

The findings contribute to our theoretical knowledge about teacher participation in decision-making. Since teachers are members of an organization, this information could be applied more broadly to organization theory as well.

In a more practical sense, the information gained from this study will be of value to people working both directly and indirectly with classroom teachers. People working at higher levels of the educational hierarchy, such as district and school administrators, consultants, and those in charge of curriculum development committees, could use the findings to create an environment which would attract teachers to participate in curriculum development.

Furthermore, few studies have dealt directly with teachers' motivations for participating in curriculum development. The findings from this study will hopefully generate further research in this area.

Organization of The Study

Chapter II presents the review of related literature. There are two topics under consideration in the literature review. The first section discusses the advantages of teacher participation in curriculum development. Part II deals with variables which are related to teachers' willingness to participate in curriculum development.

Chapter III describes the design of the study. Included in this chapter is an elaboration of the development of the measuring instrument, the study sample, and the methods employed to collect and analyze the data.

The results of the study are reported in detail in Chapter IV. Chapter V contains conclusions, recommendations and implications for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This literature review is divided into two sections. The first section presents the advantages of teacher participation in curriculum development, for an assumption underlying this study is that it is desirable for teachers to participate in curriculum development. This assumption was examined in order to determine if the study was worth pursuing.

The second section deals with variables which are related to teachers' willingness to participate in curriculum development. Knowledge of these variables provided the researcher with the background needed to conduct this study.

Advantages of Teacher Participation in Curriculum Development

There are numerous reasons why teacher participation in curriculum development is of value to the development process. One of the major reasons for teacher involvement is that, because teachers spend the majority of their time in both schools and classrooms working directly with students, they are the most knowledgeable when it comes to schools, student needs and the classroom situation (Ben-Peretz, 1980; Broome, 1980; Connelly, 1972; Connelly and Ben-Peretz, 1980; Doll, 1974; Oliver, 1980).

The above point is supported by Verduin (1962), who feels that teachers are familiar with that with which external experts are not; i.e., teachers understand individual differences, child development and student needs. Zisenvine (1981) pointed out that teacher participation in curriculum development allows the teacher to structure the curriculum according to local needs and interests. According to Kemp (cited by Walton and Morgan, 1978:90) "the needs and interests of children vary and the school is the best placed to perceive these and cater to them."

A second reason supporting teacher involvment in curriculum development and one which is directly related to the above discussion is teachers' ability to create practical materials for classroom use.

According to Ben-Peretz and Tamir (1981), teachers are extremely concerned with useability. This makes sense because teachers implement curricula. Therefore, teachers have to be concerned with curricular materials which are practical and which can easily be adapted to the classroom situation. Consequently, when curricula are developed by teachers, consideration will be given to the development of materials which other teachers can use without difficulty.

Another reason for teacher participation in curriculum development is that the gap between theory and practice is narrowed when teachers are involved (Carlin, Purchall and Robinson, 1976). As pointed out by Oliver (1970), "only the teacher can really close the gap between theory and practice" (p.55). This narrowing occurs because those implementing the curricula are those who have been invovled in its planning and development.

Teacher involvement is also advantageous to the development process because of the way in which it affects how those teachers implement the curricula. There is greater commitment to the curriculum because teachers are more concerned with adhering closely to the document after having been involved in its development (Kemp, cited by Walton and Morgan, 1978; Carlin, Purchall and Robinson, 1976). Commitment is also related to what Oliver (1970) refers to as "psychological ownership" of the curriculum. This "psychological ownership" is generated when teachers are involved in the development process.

Doll (1974) pointed out that units which are planned by teachers for their own use are planned more carefully, are used for a longer period of time and are planned with a specific purpose (i.e., students' needs). Beauchamp (cited by Doll, 1974) was also thinking about implementation when he wrote "The beauty of the situation is that the individuals who develop the curriculum strategies are the same ones who develop and carry out the instructional strategies" (p.319).

The more teachers are involved in the development process, the more readily they accept new ideas (Oliver, 1970). Teachers do not favor a top-down, prescribed approach to curriculum development because the curricula are difficult to implement. This difficulty arises from the curricula having been developed by people who are too far removed from the classroom. Prescribed curricula are not implemented with interest or enthusiasm by teachers (Olivia, 1982; Leavitt, cited by Poll, 1970).

The fifth reason for teacher participation in curriculum development is the positive outcomes it has on teachers' behavior. After having been involved in curriculum development, for example, "most teachers experienced personal and professional growth, felt pride and satisfaction with their involvement, were predisposed to bring about change in education, were more concerned about educational research and theory, and reported improvement in their teaching with increased benefits for students" (Carswell, 1977:40). The above is supported by Young (1985:25), who found that as a result of being involved in curriculum development "... the teachers began to experiment more in their classrooms, trying out new ideas and developing higher standards for their own teaching."

Positive changes in teachers' behavior as a result of involvement in curriculum development were also found in a study cited by Keith, Blake and Tiedt (1968). These changes in teachers' behaviors included improved self-image, greater sense of security, increased creativity and improved relationships with their colleagues. Consequently, this positively affected student learning outcomes.

Variables Which Are Related to Teachers' Willingness to Participate in Curriculum Development

The literature dealt with participation in decision-making in three contexts: 1) organizations in general; 2) schools in particular; and 3) curriculum development committees.

From this literature review, an extensive list of variables related to teachers' willingness to participate in curriculum development was developed. In order to deal with these variables, they were grouped into the following categories: self-esteem, career orientation, organizational climate, professional development, extrinsic rewards and participation in decision-making. This section describes each of these categories.

Self-Esteem

This category refers to how a person feels about him/herself. These feelings are derived from the reactions of other people (Hoy and Miskel, 1978). One teacher, for example, commented "The principal came into my class and afterwards he put a smile on my face when he said it was a good lesson" (Leithwood, 1982:46).

Many researchers have written about self-esteem and the factors which influence whether a person has high or low self-esteem (Alutto and Belasco, 1972; Forsyth and Hoy, 1978; Hoy and Miskel, 1978; Wickstrom, 1973). According to these researchers, self-esteem is derived from competence, self-respect, respect from others, association with people in positions of authority, confidence and dignity.

Carswell (1977), Keith, Blake and Tiedt (1968), Miller and Dhand (1973), and Young (1985) have found that involvement in curriculum development enhances teachers' self-esteem.

Young (1985:46) for example, pointed out that in her study the teachers' self-esteem increased when "Alberta Education acknowledged the teachers' expertise by asking them to join the curriculum

committees and paying all expenses plus a daily honorarium. In addition, the teachers' names were included on the curricula which the committees produced." This increase in self-esteem could be explained because teachers were recognized by others for their competence and ability to do curriculum work.

According to Young (1985), "teachers' self-esteem was increased further when they found they had a unique contribution to make to the work of their committees" (p.46) and "when other committee members listened to what they were saying and accepted their contribution to the work of the committee" (43).

Miller and Dhand (cited by Carswell, 1977:40) reported that, as a result of being involved in the curriculum committees, teachers expressed "pride in being accepted as an equal in curriculum development by other professionals, pride in completing a particular task or teaching activity, pride in working well with others and pride in being asked to consult or make a presentation on their project" (p:40).

In addition to the above, teachers acquired more self-confidence and a greater feeling of accomplishment after having been invovled in curriculum development (Miller and Dhand, 1973).

Career Orientation

This category refers to a teacher's commitment to his/her work for the purpose of advancing to another position or for improving his/her teaching position.

Career related factors, such as status, recognition from superiors, possibility of becoming more influential in curriculum development, promotion, and job security, are of concern to teachers (Holdaway, 1978; Hoy and Miskel, 1978; Johansen, 1977; Leithwood, 1982; Miskel, Glasnapp and Hartley, 1975; Morrison, 1977; Walton and Morgan, 1978; Wickstrom, 1973). Therefore, teachers may become involved in curriculum development for any of the above reasons.

Leithwood (1982:56), however, pointed out that "opportunities for promotion within teaching are virtually non-existent." Young (1985:45) was referring to the reward system when she wrote "It does not differentiate among individuals who are operating at the same hierarchical level."

Therefore, teachers may need incentives to become involved in curriculum development (Soliman, cited by Walton and Morgan, 1978:266). Some of the incentives Soliman mentioned include "the possibility of professional advancement, the availability of a career pattern in curriculum development, an increase in salary or a change in status."

Organizational Climate

This category refers to the relationships among people working at the same level as well as at different levels of the educational hierarchy.

The more open or healthy the climate of one's work place, the greater the degree of job satisfaction. Hoy and Miskel (1978:338) pointed out that "As the organizational climate of schools become

more open...the level of teacher satisfaction increases." The above statement referred to schools in particular. However, it could be applied to a school district as well.

An open climate is characterized by many factors. According to Hoy and Miskel (1978:188), "the distinctive feature of the open climate is its high degree of trust and spirit and low disengagement." Hoy and Miskel are referring to interpersonal relations among people working in an organization. Good interpersonal relations are considered to be a very important contributor to a healthy climate (Holdaway, 1978; Hoy and Miskel, 1978; Leithwood, 1982; Miskel, Fevurly and Stuart, 1979; Miskel, Glasnapp and Hartley, 1975; Walton and Morgan, 1978; Wickstrom, 1973).

Group cohesiveness and teamwork among staff also contribute to an open climate (Hoy and Miskel, 1978; Miskel, Fevurly and Stuart, 1975; Walton and Morgan, 1978).

Walton and Morgan (1978) pointed out that an open climate is characterized by a non-threatening atmosphere, and a high degree of cooperation, interaction and sharing of ideas and experiences among staff members.

Positive relationships between superiors and subordinates also contribute to a healthy climate (Grassie and Carss, 1973). Superiors who are non-directive are much preferred by subordinates working in the same organization (Forsyth and Hoy, 1978).

Walton and Morgan (1978) pointed out that when superiors provide support and encouragement for subordinates, are sensitive to their

morale, and provide funds for release time, materials and resources, the climate of the organization is greatly enhanced.

The organizational climate of a school district may have implications for teachers' willingness to become involved in curriculum development. If the climate of the school district is open, teachers will be more satisfied with their work because of the relationships they have with the school district employees and because of the support they receive from their superiors. Teachers may, therefore, be more willing to participate in curriculum development activities.

Professional Development

This category refers to the professional growth and achievement which teachers acquire from their involvement in curriculum development. This feeling of Professional growth has been indicated by teachers who have participated in curriculum development on curriculum committees (Miller and Dhand, 1973; Young, 1985).

Young (1985:24), for example, asked teacher-participants what they liked about being on the curriculum committees. One teacher replied "I've learned so much. You know it's almost like going to University without having to write an exam!" Another teacher stated "I'm going home with all these good ideas and I'm actually changing things in my program again and it serves as an inspiration which I think I needed."

Miller and Dhand (1973:29) asked teachers who had participated in curriculum development about the effects this involvement had on

their professional growth. "Fifty-three respondents (89.9%) reported that their involvement in curriculum development activities had a beneficial effect on their professional growth as teachers." Some of the beneficial effects indicated by teachers include "an involvement in wider reading of educational literature; the acquisition of new understanding of curriculum and instructional design; a deeper commitment to education; the gaining of a greater sense of accomplishment; the acquisition of new skills in communication; the acquisition of new skills in organizing, researching and implementing new courses of instruction; a realization of the benefits of greater exposure to the ideas of curriculum consultants; the gathering of new ideas from workshops; and a gaining of a greater awareness of the needs of students as individuals."

Teacher-participants in this study were asked about the effects that their involvement on the curriculum committee had on their classroom teaching. One teacher claimed "I am more enthusiastic in teaching." Another teacher reported "I think now in terms of intended learning outcomes, of fresh approaches in the classroom and of greater teaching effectiveness" (p:44).

Teacher participants in Miller and Dhand's study (1973:44) were also asked to describe their most outstanding experience on the curriculum committee. Some of the teachers' comments include: "Total involvement in curriculum development was a stimulating experience in itself;" "The actual experience of developing a curriculum - I am a better teacher for it;" and "My personal and professional growth constituted my most outstanding experience."

Although other studies have not dealt specifically with teachers who have been involved in curriculum development, they have indicated that as teachers' sense of achievement increases, job satisfaction also increases (Alutto and Belasco, 1972; Forsyth and Hoy, 1978; Holdaway, 1978; Hoy and Miskel; 1978; Miskel, Fevurly and Stuart, 1979; Miskel, 1973; Walton and Morgan, 1978).

Participation in Decision-Making

This category refers to teachers' desire to have input into decisions which affect their work. Participation in work-related decisions is of primary concern to many teachers (Young, 1985).

Many researchers have studied teacher participation in decision-making and how it is related to job satisfaction (Alutto and Belasco, 1972; Holdaway, 1978; Hoy and Miskel, 1978; Johansen, 1967; Miskel, 1973; Fevurly and Stuart, 1978; Miskel, Glasnapp and Hartley, 1975; Walton and Morgan, 1978). The findings of these studies conclude that participation in decision-making increases job satisfaction. Hoy and Miskel (1978:339), for example, pointed out that "Greater participation in decision-making, especially concerning instructional methods, yields enhanced teacher job satisfaction. Moreover, the lack of opportunities to participate in decision-making is the greatest source of teacher dissatisfaction."

The explanation for this increase in job satisfaction may be that when teachers participate in decisions which are directly related

to their work "they gain a feeling that they have a stake in the proposed solutions" (Hoy and Miskel, 1978:344).

Increased job satisfaction could also be explained because of the sense of responsibility teachers acquire from their participation in decision-making (Garsie and Carss, 1975; Miskel, 1973; Miskel, Glasnapp and Hartley, 1975; Walton and Morgan, 1978; Wickstrom, 1973; Young, 1984).

Other researchers believe that teachers have a right to be involved in decisions related to their work because they are affected by the outcomes of the decisions (Connelly and Ben-Peretz, 1980; Doll, 1974; Hoy and Miskel, 1978; Myers, cited by Young, 1985; Neagley and Evans, 1967; Olivia, 1982; Poll, 1970; Saylor and Alexander, 1966; Verduin, 1962).

Saylor and Alexander (1966:29) stated that "all persons involved in the consequences of decisions made by a group should be represented in the decision-making." Connelly and Ben-Peretz (1980:103) pointed out that "people who live by decisions ought to make the choice that lead to the decision." Verduin (1962:29) wrote "To live effectively in a democratic society, people should have the right to utilize democratic procedures when bringing about decisions in regard to the operation of a school institution.

From the above discussion, it is evident that many researchers recognize the importance of teacher participation in decision-making. Involvement in curriculum development is a means to provide teachers with the opportunity to have input into decisions which affect their work.

Extrinsic Rewards

This category refers to the desire of teachers to receive external rewards for their involvement in curriculum development. The purpose of extrinsic rewards is to acknowledge the contributions of teachers who have participated in curriculum development activities. According to Young (1985:45) "teachers clearly desired recognition for their work." The above is based on comments made by teachers in her study who have participated in curriculum development. Hoy and Miskel (1978:167) pointed out that teachers "want the salary reward to be contingent upon performance."

Soliman (cited by Walton and Morgan, 1978:266) claimed that "A lack of extrinsic incentives may produce a 'martyr syndrome', the feeling that in taking on curriculum development, the teacher has made an inordinate sacrifice for the sake of the school." If on the other hand, teachers do obtain extrinsic rewards for the work they do in curriculum development, they receive more satisfaction from their work (Soliman, cited by Walton and Morgan, 1978; Young, 1985).

The teacher-participants in Young's study, for example, were given extrinsic rewards for their involvement in the curriculum committees. These rewards included the payment of all expenses and a daily honorarium, and the name of the teachers were included on the curriuclum documents which they produced. These rewards pleased the teachers in this study, perhaps because "teachers rarely receive overt honors for their achievements" (Lortie, 1975:130). As Young

(1985:45) pointed out, "The reward system in most school districts is based on an upward progression from one level of the organizational hierarchy to another."

These points are supported by Hoy and Miskel (1978:167) who wrote "Common school employees salary schedules do not make the level of pay contingent on performance differences. They reward all individuals within a category or on a salary step equally."

Relevance of the Literature Review for This Study

The first section of this literature review provided support for the assumption underlying the study that it is desirable for teachers to participate in curriculum development. Therefore, the researcher concluded that the study was worth pursuing.

The categories of variables described in the second section were used in the development of the measuring instrument which is discussed in Chapter III.

CHAPTER III

THE DESIGN OF THE STUDY

This chapter describes the development of the measuring instrument, the study sample, and the methods which were employed to collect and analyze the data.

Development of the Measuring Instrument

The development of the measuring instrument proceeded in three steps which are described below.

Step I

From the literature review, pertinent variables were identified. These variables were categorized so that the researcher could determine which categories are most important to teachers. For example, the following variables were combined under the category of "self-esteem": self-respect, dignity, personal worth, competence, respect from others, confidence and association with people in positions of authority.

The researcher's categories were verified by an elementary school teacher and by the thesis supervisor.

Step II

The researcher wanted to make these categories applicable to curriculum development situations in particular. Therefore, she asked herself: "What aspects of curriculum development work would motivate a teacher to become more involved in the ways suggested by each category?" This led to the development of indicators, i.e., written statements which reflect the meaning implied by each category. For example, an indicator under "Career Orientation" is: Your work on the curriculum committee has enabled you to move into a more desireable teaching position.

Step III

The list of indicators was developed on the basis of the researcher's reading. Therefore, she was concerned with whether or not other people interpreted the categories the same way she did. The researcher printed the indicators on cards, went to five elementary teachers and asked them to sort the cards into the six categories.

The indicator cards which more than one teacher found difficult to categorize were revised.

There is a total of twenty-four cards with four indicators in each category (see Appendix A).

Pilot Test

Prior to the research, a pilot study was conducted with five elementary teachers who are currently teaching for the Edmonton Public School Board. The pilot study was designed to achieve the following purposes.

1. Determine the amount of time it would take to collect the data.
2. Give the researcher experience in conducting the research procedures.
3. Determine the effectiveness of the researcher's interviewing techniques.

The Study Sample

The researcher was aware that data could be collected in two ways.

One option was to draw a random sample of teachers from the Edmonton Public School Board. However, every school district develops its own curriculum development policies and procedures. If the researcher interviewed teachers from only one school district, their responses might be influenced by their understanding of how their district handles curriculum development. The validity of this concern was supported when the researcher conducted the pilot study with five elementary school teachers currently employed by the Edmonton Public School Board and found that each of these teachers

gave similar responses. In addition, this sampling procedure would not permit the researcher to generalize the findings to other school districts.

Therefore, it appeared to be more advantageous to interview teachers from a number of school districts. The researcher realized, however, that it was not feasible to go to numerous school districts in the provnice to interview teachers. The time allotted to the conduct of this study did not allow for this travel or expense.

The other option, then, was to ask graduate students from departments in the Faculty of Education at the University of Alberta to participate in this study. This would enable the researcher to obtain responses from teachers from a number of school districts.

It is possible, however, that graduate students are different from other teachers because they have chosen to go to university and take courses at the graduate level. The researcher, however, did not find any evidence in the literature which indicated that graduate students are different from other classroom teachers. Therefore, after thoroughly considering each option, the researcher decided to have the graduate students participate in this study.

The study sample consisted of twenty-three full-time classroom teachers who taught at the elementary school level in the school year 1984-1985.

Table #1 illustrates the various teaching affiliations of the study sample. Table #2 illustrates the educational background of the study sample. Six (26%) of the twenty-three teachers had participated in curriculum development.

TABLE 1

Teaching Affiliations of the Study Sample.

Number of Teachers	Province	School District
1	Ontario	Orangeville
1	Alberta	Fort McMurray #2833
6	Alberta	Edmonton Public
1	Alberta	Edmonton Independent
1	New Brunswick	Woodstock #29
1	Alberta	St. Albert #6
1	Alberta	County of Strathcona
1	Alberta	Red Deer Separate
1	Alberta	High Prairie
3	Alberta	County of Parkland
3	Alberta	Edmonton Separate
1	Alberta	Westlock
1	Alberta	Sherwood Park Separate
1	Alberta	Northlands #61

TABLE 2

Educational Background of the Study Sample.

Number of Teachers	Years Teaching Experience	Years University Training
1	3	5
2	4	4
2	5	4
1	6	6
3	7	4
2	8	4
2	9	4
1	10	4
1	10	5
1	11	5
2	11	4
1	12	4
1	14	4
1	15	4
1	16	4
1	20	4

Data Collection

The data for this study were collected during the period from September 30 to October 29, 1985. Each interview took approximately twenty minutes. A quiet, private room was used for the interviews in order to avoid interuptions.

Part I

1. The purpose of this study was explained to each of the twenty-three teacher-participants. The teachers were each told that the researcher was interested in finding out what motivates teachers to participate in curriculum development. The teachers were assured of anonymity.
2. The teachers were given the twenty-four cards of indicators. The teachers were asked to place each card in one of the following categories: Most Important, Important, Somewhat Important and Not Important. The purpose of using a four point scale was to eliminate the possibility of having the majority of the cards placed in the middle category.

Part II

1. Each teacher was interviewed after having placed all of the cards. A tape recorder was used for the interviews. The researcher was most concerned with the cards placed in the "Most Important" category because the purpose of this study was to determine

which variables motivate teachers to participate in curriculum development, and why those variables are important to teachers.

2. Each teacher was asked to explain why those particular cards were most important to him or her. If a teacher had a large number of cards placed in this category, he/she was asked to select the five most important cards and to give his/her reasons for selecting them.
3. The researcher then said to each teacher, "These are the things you would like to achieve from working on a curriculum development committee. Do you think you would achieve them?" The researcher probed further "Would you rather achieve these things through some other means?", and "Is there anything else that is very important to you that is not included in these cards?"
4. The researcher was also interested in the cards placed in the "Not Important" category because the teachers' responses would shed light on why teachers do not want to participate in curriculum development. Therefore, each teacher was asked to explain why the cards placed under "Not Important" were not important to him or her.
5. If the researcher noticed an inconsistency in the teachers' placement of cards, the teachers were asked to explain the inconsistency. An example of this would be a teacher who placed three of the four indicators of self-esteem in the "Most Important" category and one indicator of self-esteem in the "Somewhat Important" category.

6. There was an envelope for each of the four categories, i.e., Most Important, Important, Somewhat Important and Not Important. After meeting with each teacher, the cards placed in each category were put in the envelope with the category in which they were placed (to ensure that the cards did not become mixed up).

Data Analysis

The following procedure was followed by the researcher in order to analyze the data. The numbers given in the various examples are hypothetical and are not based on the actual data.

Part I

1. The researcher charted the frequency with which each card was placed in each of the categories: Most Important, Important, Somewhat Important, and Not Important. The above procedure was used for each of the six categories of variables. For example:

Organizational Climate	Most Imp.	Imp.	Somewhat Imp.	Not Imp.
You enjoy going to the committee meetings because you are among people who are pleasant and easy to work with.	8	7	3	2

2. The numbers in each column were totaled under each category.

For example:

	Most Imp.	Imp.	Somewhat Imp.	Not Imp.
Indicator card #1	9	8	2	1
Indicator card #2	6	5	3	6
Total	15	13	5	7

3. The total number of cards placed in each category was also charted. For example:

Category	Most Imp.	Imp.	Somewhat Imp.	Not Imp.
Self-esteem	18	2	0	0
Career Orientation	1	2	12	5
Organizational Climate	16	4	0	0
Professional Development	13	2	1	4
Participation in Decision-Making	18	2	0	0
Extrinsic Rewards	5	5	5	5

The purpose of charting and tabulating the results was to enable the researcher to compare the categories based on the commonalities shown in the data. The above procedure enabled the researcher to determine the factors which influence teachers' willingness to participate in curriculum development.

Part II

The taped interviews were used to identify the reasons which the teachers gave for placing the cards in the "Most Important"

category. These reasons were listed under each of the six categories. The frequency of each response was totaled as shown in the hypothetical illustration below.

Teachers' Reasons for Valuing Extrinsic Rewards	Frequency of Response
I could use the extra money.	1

The above chart illustrates the teacher's reason for valuing an indicator of Extrinsic Rewards. The frequency of response indicates the importance of each reason.

This procedure was also used to identify the reasons the teachers gave for placing the cards in the "Not Important" category. Again, these reasons were listed under each of the six categories.

CHAPTER IV

ANALYSIS OF THE DATA

This chapter is organized around the following two research questions which were identified in Chapter I:

1. What factors influence teachers' willingness to participate in curriculum development?
2. Why do these factors make a difference to teachers?

The first section presents Table 3, a summary table which illustrates the relative importance to teachers of the six categories of factors described in Chapter II. The second section examines more closely each of the six categories. The attitudes of the teachers toward the category are discussed as well as the teachers' reasons for considering some indicators of that category more important than others. The third section contains other interesting findings of the study.

Relative Importance of the Six Categories

The literature review described in Chapter II indicated that there are six categories of factors which are related to teachers' willingness to participate in curriculum development. A major

purpose of this study was to determine which of those categories was most important to teachers. This information is displayed in Table 3.

As shown in the table, the teachers were most attracted to the categories of Professional Development and Participation in Decision-Making. As stated in the literature review, the category of Professional Development offered the teachers rejuvenation and the opportunity to acquire more knowledge about their work.

The category of Participation in Decision-Making offered the teachers the opportunity to have input into curriculum decision-making. As pointed out in the related literature, participation in work related decisions is of primary concern to teachers. In fact, there is evidence that participation in decision-making increases job satisfaction.

The teachers placed equal value on the categories of Self-Esteem and Organizational Climate. The literature indicated that involvement in curriculum development enhances teachers' self-esteem. The indicators in this category implied that the teachers would gain self confidence, a greater sense of competence and dignity, self-respect and respect from others from participating in curriculum development committees.

The category of Organizational Climate offered the teachers administrative support, co-operation from others, positive interaction and sharing of experiences with colleagues. It was stated in the literature review that a healthy, open climate in one's work place increases job satisfaction.

TABLE 3

Total Number of Indicators Placed Under Each Category

Category	Most Important	Important	Somewhat Important	Not Important
A. Self Esteem	13	39	28	12
B. Career Orientation	12	25	27	12
C. Organizational Climate	13	39	28	12
D. Professional Development	50	29	12	2
E. Participation in Decision-Making	41	33	16	2
F. Extrinsic Rewards	1	6	24	61
Totals	130	171	135	116

Table 3 also shows that the teachers placed less value on the category of Career Orientation. This category offered the teachers more status, promotion, job security and the opportunity to become more influential in curriculum development.

The category of Extrinsic Rewards was least valued by the teachers. The purpose of extrinsic rewards is to acknowledge the contributions of teachers who have participated in curriculum development activities. In fact, the related literature stated that when extrinsic rewards are provided, teachers receive more satisfaction from their work. The teachers in this study, however, did not appear to be very attracted to these types of rewards.

A Closer Look at the Six Categories

This section examines in detail each of the six categories. There were four indicators in each category. Each indicator was developed to show a different way in which teachers could obtain that indicator by serving on a curriculum development committee.

As pointed out in Chapters I and III, the teachers were asked to do a card-sort. This enabled the researcher to determine which indicators from each category were most important to the teachers.

The frequency with which each card was placed in each of the categories (most important, important, somewhat important, and not important) is presented in Tables 4-9. Each category of indicators is contained in a separate table. Quotations from the interviews

have also been included either when they represent a unique point of view or are typical of teachers' comments.

The Category of Professional Development

As pointed out in the description of Table 3, the teachers were most attracted to the category of Professional Development. The first part of this section deals with why this particular category was so important to the teachers in this study. The second part examines in detail how the teachers wanted to develop professionally from participating in curriculum development committees.

Why Professional Development Was Important to the Teachers

The teachers valued the category of professional development so highly because they are interested in learning more about all areas of their work. According to these teachers, by acquiring more knowledge they will inevitably become better teachers. Comments made by these teachers include, "By increasing my knowledge I have more to offer my kids" and "Anything that gives you more insight into what you're teaching helps you teach better." These comments are similar to those made by the other teachers who valued this category so highly.

According to these teachers, professional development is an essential component of effective teaching. One teacher said, for example, "As teachers we are always striving for new ideas because

that just makes your job so much easier because you become better at it. You can't be a good teacher unless you work at growing professionally."

Many teachers felt that professional development was important because it keeps them abreast of new curricular ideas and as a result they become more interested in teaching. One teacher who has participated in curriculum development committees at the provincial level commented, for example, "From my experience, I know that you do increase your knowledge and that you do stay more up-to-date and that you do become more interested in teaching."

Relative Importance of the Indicators of Professional Development

As illustrated in Table 4, all four indicators of Professional Development were important to the teachers in this study. Therefore, each indicator will be discussed individually.

The teachers were most attracted by the idea that "You are increasing your knowledge about subject matter, teaching and education from working on the curriculum committee." According to these teachers, "The more knowledge you have about subject matter and how that is going to be taught can do nothing but improve our teaching and enhance the outcomes of our students." Said two other teachers, "There is just no end to knowing everything there is to know about a subject area" and "Getting into curriculum work makes my understanding of the curriculum and the resources available better."

TABLE 4

Professional Development Factors Which Influence Teacher Participation in Curriculum Development.

Category D: Professional Development	Most Important	Important	Somewhat Important	Not Important
1. Interaction at meetings allows committee members to discuss and challenge each others' ideas.	8	11	5	0
2. Working on the curriculum committee makes you feel rejuvenated about teaching and anxious to try out the ideas you gained with your students.	12	7	2	2
3. Working on the curriculum committee is enabling you to make a contribution to the teaching profession outside of the classroom.	11	7	5	0
4. You are increasing your knowledge about subject matter, teaching and education because of working on the curriculum committee.	19	4	0	0
Totals	50	29	12	2

Many teachers were interested in participating in curriculum development for the purpose of acquiring an understanding of the rationales underlying the curriculum. These teachers felt that this knowledge would help them teach more effectively. Comments made by these teachers include, "I would hope that by working on a curriculum committee that somehow one would gather more of the big picture. You'd see more of the larger plan of the curriculum, its justifications, the problems of making and putting it into practice" and "It's important to know the subject very well and to have thought about and to understand the processes just to become a better teacher and to become familiar with that aspect of education."

As shown in the Table, many of the teachers valued the idea that "Interaction at committee meetings allows committee members to discuss and challenge each others' ideas." These teachers wanted to acquire professional growth from interaction with other professionals. Comments made by these teachers include, "From interacting with other interested knowledgeable, professionals, you learn a lot," "You will become more knowledgeable because you are sharing ideas with other people and I think that knowledge will help you become a better teacher," and "It's helping you think about what other people have learned and what they are teaching. It's broadening your knowledge and it makes you more receptive of what other people are doing." Still another teacher was referring to interaction with other professionals when she said, "This is important because your ideas may not be the correct ones and until they are challenged and you have to justify them, then it will help you verbalize them. It

will help you sort out your reasoning for why you believe such and such and then you may change your own ideas which is equally good for your professional growth." These comments are consistent with those made by the other teachers who felt that professional growth resulted from interaction with other professionals in their field.

One teacher felt that curricular problems can be resolved as a result of interaction with other professionals. This particular teacher said, "My ideas get other people going and their ideas get me going and a lot of neat things come out and it leads to other ways of handling a curricular problem or subject differently than in the past."

These teachers' comments indicate that time spent interacting and discussing educational issues and curricula with other teachers is extremely valuable and an excellent means to grow professionally. Perhaps teachers should be allowed more time for this type of interaction.

Table 4 also shows that a number of teachers valued the possibility that "Working on the curriculum committee makes you feel rejuvenated about teaching and anxious to try out the ideas you gained with your students." According to these teachers, rejuvenation is extremely important. Two of the teachers, for example, said "You always need a shot in the arm when you are teaching to keep your motivation and still feel excited about teaching. It gives you that and that's a plus!" and "After working on a curriculum committee it makes you anxious to go back and see if what you've said really does work." One teacher who has participated in curriculum development

at the provincial level was referring to this same indicator when she said, "That is the greatest side effect that I had not anticipated from working on committees because you just constantly have new and exciting ideas and other people have things that you didn't think about before. So it really enhances the work you do in the classroom."

Two teachers felt that this indicator was important because it gave them personal satisfaction. These teachers' comments include, for example, "That's part of the personal satisfaction, personal value is the excitement you feel when you really feel sure about a teaching method or a curricular idea that you want to try out in your classroom and I believe that through curriculum work you do become quite sure about how you want to teach something or why you want to teach it a certain way. So that gives you enthusiasm" and "When you've been involved in a curriculum committee and you feel that you've made a change for the better for the students, that's important from a personal standpoint."

As shown in the Table many teachers felt that teaching involved more than their individual classrooms. These teachers were attracted by the idea that "Working on the curriculum committee is enabling you to make a contribution to the teaching profession outside of the classroom." Examples of comments made by these teachers include, "The classroom isn't the only part of the teaching profession. It's not the only reason a teacher is in the job. Teaching is everything you do within the context of teaching" and "It is our duty to help further the teaching profession." These teachers

seemed to feel that curriculum development is part of their responsibility as teachers. It is worth noting that one teacher perceived this indicator as an opportunity to make changes in education. This teacher said, "I look at teaching in a broader sense than the average teacher. If you really want to change anything you have to go outside the classroom. You have to get into other things."

It is evident from the discussion of these indicators that teachers are attracted to participating in curriculum development primarily because they feel that this involvement will enable them to more effectively educate the students they teach.

The Category of Participation in Decision-Making

As shown in Table 3, the teachers were very attracted to the category of Participation in Decision-Making. Part I of this section deals with why this category was so important to the teachers. Part II examines more closely how they would participate in decision-making from serving on curriculum development committees.

Why Participation in Decision-Making Was Important to the Teachers

The teachers were attracted to this category primarily because it is important to them to have the opportunity to have more input into decisions which affect their work. One teacher commented, for example, "I want to voice my opinions regarding curricula and perhaps influence what goes on and what gets included!" Said another

teacher, "I like to have my say, an opportunity to express myself and think that some of my ideas can be used in the curriculum."

The teachers' attraction to this category may be explained by the fact that teachers are at the bottom of the educational hierarchy. One teacher said, for example, "Right now, the way our system is set up, it's too strongly influenced by the ministerial level, then to the board, from the board down to the teachers." Consequently, teachers do not often have an opportunity to voice their opinions or influence the curriculum decisions which are made. It is quite likely, then, that the teachers valued this category so highly because it implied that they would have the opportunity to express their opinions and be more involved in curriculum decision-making.

In addition, many teachers felt that participation in decision-making leads to increased job satisfaction which results in more effective teaching. Comments made by teachers include, for example, "I can't be a very effective teacher if I'm not happy with the materials I'm teaching with!" and "It's always nice to have input into what's going to be used and if you're comfortable with those materials and you're excited about them, you'll probably do a better job teaching them."

In summary, these findings indicate that the teachers want to be more involved in curriculum decision-making. In addition, they feel that this involvement increases job satisfaction which leads to more effective teaching.

Relative Importance of The Indicators of Participation in Decision-Making

As illustrated in Table 5, all four indicators of Participation in Decision-Making were important to the teachers in this study. Therefore, each indicator is discussed individually to present the different viewpoints of teachers.

The teachers were most attracted by their perception that "Working on the curriculum committee gives you the opportunity to voice your opinions about the curricula used in classrooms." The teachers seemed to feel that, because they spend the majority of their time in classrooms working with students, they know what works best in classrooms. Therefore, they have practical expertise to offer the development process. One teacher said, for example, "It's really important when you write curriculum to have teachers who are in classrooms because I find that often I'm given things to teach that people are writing here at the University who haven't been in the classroom for twenty years and it isn't practical at all! I think if you're a teacher and you're doing the teaching, you know what works for a variety of students." Said another teacher, "I have very strong feelings about some of the curricula we are currently using and some of it is trash that is being mandated that we teach! It's not so much the theory behind the curriculum that I object to, it's the content that I object to, it's dull, boring, flat, not interesting to me to teach! So, how can I make it interesting to

TABLE 5

Participation in Decision-Making Factors Which Influence Teacher Participation in Curriculum Development.

Category E: Participation in Decision-Making	Most Important	Important	Somewhat Important	Not Important
1. Working on the curriculum committee gives you the opportunity to decide how a subject should be taught.	12	7	3	1
2. Working on the curriculum committee gives you the opportunity to decide on the curricular materials to be used in your school.	12	7	3	1
3. Working on the curriculum committee gives you the opportunity to voice your opinions about the curricula used in classrooms.	12	10	1	0
4. By working on the curriculum committee you can satisfy your curiosity about how curriculum decisions are made.	5	9	9	0
Totals	41	33	16	2

the kids!!" These two responses are consistent with those made by the other teachers who valued so highly having the opportunity to voice their opinions about curricula used in classrooms.

As shown in Table 5, the teachers were also very attracted by the idea that "Working on the curriculum committee gives you the opportunity to decide on the curricular materials to be used in your school." It is evident from the teachers' responses that they want to be more involved in decisions which directly affect their work. In addition, the teachers' comments suggest that they experience frustration when they have no control over curriculum decisions which are made. Comments made by these teachers include, "I am not satisfied with some of the curricula which we are mandated to teach because they are written by people who are too far removed from the classroom! As a teacher, I want to have more input!" and "It's important for teachers to have a choice as to what to use. Too often materials are brought into schools which teachers do not feel comfortable with or do not agree with. If teachers don't have the opportunity to give feedback, then we're wasting the dollars we're putting into classrooms!" Still another teacher was referring to this indicator when she said, "Often we are given curricular materials without having had the opportunity to voice our opinions or to give any kind of input as to whether that particular curriculum would fit our particular situation with our particular students." These responses are similar to those made by the other teachers who considered this input so important.

This table also shows that many teachers were attracted to the possibility that "Working on the curriculum committee gives you the opportunity to decide how a subject should be taught." Once again, the teachers felt that because they teach the subjects of the curriculum, they should be involved in determining the strategies for teaching those subjects. These teachers' responses include, "There is some controversy over how subjects should be taught and I'd like to have my say, an opportunity to express myself and say what I think!," "After having been in a classroom for a number of years, you have ideas about how things should be taught and this gives you the opportunity to make some of these decisions" and "It's important to be on a curriculum committee so you can make some choices about the subjects you are going to be teaching in the classroom. Teachers have to have some opportunity to give feedback on what works because they do know!!" Still another teacher was referring to this same indicator when she said, "We have curriculum handed down from the higher echelon, sometimes we disagree with what these people have written for us to use and sometimes we wonder if those people are teachers at all!" These responses are consistent with those made by the other teachers who wanted to be involved in deciding how subjects should be taught.

As shown in the table, fewer teachers were attracted to the idea that "By working on the curriculum committee you can satisfy your curiosity about how curriculum decisions are made." This suggests that the teachers are more concerned with having the

opportunity to voice their opinions rather than learning how the decision-making process is effected.

It is evident from the discussion of these four indicators that teachers are interested in serving on curriculum committees because they feel that it will give them an opportunity to have more input into decisions which directly affect their work.

The Category of Self-Esteem

As shown in Table 3, while the teachers did not feel that the category of Self-Esteem was as important as those previously discussed, they still considered it reasonably important. Part I of this section explains why the category of Self-Esteem was important and not important to the teachers. Part II examines how the teachers felt they would derive feelings of self-esteem from participating in curriculum development committees.

Why Self-Esteem Was Important or Not Important to the Teachers

Some of the teachers were very attracted to the category of Self-Esteem while others did not give it much importance. The teachers who were attracted to this category felt that receiving recognition from others was important. One teacher commented, "It would make me feel good to know that what I say is recognized as valid." Said another teacher, "It's the positive stroke aspect of it, you know, that other people think you have something worthwhile

to contribute."

As pointed out earlier, there were other teachers who did not value this category of Self-Esteem. Comments made by these teachers include, "The way I'm perceived by others would not influence whether or not I participated on the committee! I would only do it if I thought I would learn something new" and "I don't think it's important. I wouldn't do it to get recognition or anything from my co-workers."

These findings suggest that while some teachers have a greater need to increase their self-esteem, others feel that their self-esteem needs are currently being satisfied.

Relative Importance of the Indicators of Self-Esteem

As shown in Table 6, the teachers thought they would derive feelings of self-esteem primarily if "You have been chosen for curriculum committee work because of your expertise in different areas." When these teachers were asked why they thought this was so important, their responses indicated that being chosen for their expertise provided them with a sense of personal satisfaction and worth. Comments made by these teachers include, "It would make me feel good to know that others thought I had expertise to offer" and "It would make me feel good to be recognized for being good at something."

It is worth noting that teachers are generally chosen for curriculum work by people in positions of authority such as their

TABLE 6

Self-Esteem Factors Which Influence Teacher Participation in Curriculum Development.

Category A: Self-esteem	Most Important	Important	Somewhat Important	Not Important
1. You are perceived by the teachers in your school as being very resourceful and they go to you when they require assistance with curricula.	1	10	8	4
2. Other people on the committee think you have good ideas and they display interest when you speak.	1	10	8	3
3. Other classroom teachers have high regard for the curricula you helped develop.	4	9	6	5
4. You have been chosen for committee work because of your expertise in different areas.	7	10	6	0
Totals	13	39	28	12

principals and administrators from their school district office. In our educational system, teachers are at the bottom of the hierarchy. In fact, one teacher was referring to this indicator when she said, "I'd just feel that if the principal or someone from central office had come to me and said 'We know that you're an expert about this,' and I think it's quite an honor that you'd have that kind of expertise." This would suggest that it is the source of recognition that makes a difference to teachers.

This conclusion was supported by a teacher who was not attracted by this indicator. According to this teacher, it would make a difference to receive recognition from people she termed as the "higher-ups" and not from classroom teachers. For this teacher, it was the source of recognition that was important.

It is evident from the discussion of these indicators that many of the teachers thought they would derive feelings of self-esteem from being recognized by people higher in the educational hierarchy. For these teachers, it is the source of recognition that is important. At the same time, other teachers were not at all interested in participating in curriculum development for the purpose of receiving recognition from others.

The Category of Organizational Climate

As shown in Table 3, the teachers considered the category of Organizational Climate reasonably important. They gave it as much importance as that of Self-Esteem. Part I of this section explains

why this category was important to the teachers. Part II examines more closely how organizational climate factors influence teacher participation in curriculum development.

Why Organizational Climate Was Important to the Teachers

The teachers were attracted to this category primarily because it is important to them to work in a non-threatening atmosphere, i.e., one in which they can trust the people with whom they work. The teachers also indicated that it is important to feel relaxed and at ease with their colleagues and to know that they have support from their immediate supervisors.

One teacher said, for example, "It makes my job less stressful when I know I have support from others." This teacher was referring to both teachers and administrators.

Therefore, it is important to teachers to work in a school with a healthy, open climate wherein positive interaction among colleagues is on-going and pervasive.

Relative Importance of the Indicators of Organizational Climate

As illustrated on Table 7, the teachers considered certain aspects of Organizational Climate more important than others. This section deals with why the teachers valued some organizational climate factors more than others.

TABLE 7

Organizational Climate Factors Which Influence Teacher Participation in Curriculum Development.

Category C: Organizational Climate	Most Important	Important	Somewhat Important	Not Important
1. Central office encourages the committee to pursue their work in the way they think best.	4	10	7	2
2. You feel comfortable sharing the work of the committee with the teachers in your school.	3	14	4	2
3. You enjoy going to committee meetings because you are among people who are pleasant and easy to work with.	1	6	12	4
4. You feel that your principal is supporting the work of your committee.	5	9	5	5
Totals	13	39	28	13

The indicator "You feel comfortable sharing the work of the committee with the teachers in your school" was most important to the teachers. One teacher said, for example, "I would like to feel at ease when speaking about the curriculum work I am doing." Said another teacher, "I like to feel that I can share my ideas and interact with the teachers I am working with." It was stated in Chapter II that a healthy, open climate is characterized by good interpersonal relations among co-workers and group cohesiveness and that this leads to increased job satisfaction. This may explain why it is so important for these teachers to feel at ease around the teachers in their schools.

This table also shows that many teachers felt strongly about receiving support from central office and their school administrators. These teachers valued highly the rewards of "Central office encourages the committee to pursue their work in the way they think best" and "You feel that your principal is supporting the work of your committee."

According to these teachers, support is essential in order for a project to be successful. One teacher was referring to central office support when she said, "If you don't have support from head office you're done for because they wouldn't let you go out and experiment with new ideas and go to conferences and all sorts of things and they wouldn't support the activities in your school that are happening as a result of the committee. So, you wouldn't get very far!!" The other teachers who valued this reward so highly felt generally the same as this teacher.

Another teacher was referring to administrative support when she said, "If you don't have support from your principal, nothing gets done!!" This response is consistent with those made by the other teachers who felt that this support was so important.

It is interesting to point out that the majority of these teachers have participated in curriculum development committees. Perhaps support from central office and school administrators becomes more important to teachers after they have been involved in a curriculum development project.

Table 7 also shows that a number of teachers did not feel that the indicator "You enjoy going to committee meetings because you are among people who are pleasant and easy to work with" was important. It is worth noting that none of these teachers had participated in a curriculum development committee. In fact, all of the teachers who have participated in a curriculum committee felt that this reward was important. One teacher was referring to this reward when he said, "That's certainly a fantastic side effect. It's always nice to meet new people!" It is interesting to point out that the teachers in Young's study (1985) had all participated in curriculum development committees and many of them felt somewhat the same as this teacher. Perhaps, after working on a curriculum committee, teachers recognize that it does make a difference if the people are pleasant and easy to work with.

It appears from the discussion of these indicators that the teachers who have participated in curriculum development place more

value on organizational climate factors than those who have not been involved in curriculum committees.

The Category of Career Orientation

As shown in Table 3, the teachers did not value highly the category of Career Orientation. Part I of this section explains why this category was important and not important to the teachers. Part II examines in detail how Career Orientation factors influence teacher participation in curriculum development.

Why Career Orientation Was Important or Not Important to the Teachers

While some teachers were very attracted to the category of Career Orientation, the majority of the teachers did not value this category highly.

The teachers who were attracted to this category were interested in curriculum work for the purpose of moving up in the educational hierarchy. One teacher commented, for example, "If you want to get ahead, the better off it is to do curriculum work because you want to be able to put a lot of things down on your resume." Said another teacher, "I am career oriented and if I thought that participation in curriculum work would help me advance in the teaching profession, I'd do it!!"

The teachers who did not value this category were not interested

in career advancement. Comments made by these teachers include, "The classroom position is my most desirable" and "It's using curriculum work as a vehicle to get ahead and I'm not interested in that!"

These findings suggest that while some teachers perceive curriculum work as a means to advance in the teaching profession, others are satisfied with their status as teachers.

Relative Importance of the Indicators of Career Orientation

As shown in Table 8, the teachers valued most highly the indicator "As your name becomes known for the committee work you have done, you may have the opportunity to do more curriculum work in an area of your choice." When these teachers were asked why they thought this possibility was so important, their responses indicated that they equate career advancement with knowing the right people. Comments made by these teachers include, "It's important for people to know who you are if you want to advance within the ladder" and "If you want to get ahead, it's important to know the right people and it also helps to know how the system works--who supports who and who doesn't."

It is worth noting that another teacher was referring to the reward "You have increased your contacts with people at higher levels of the educational hierarchy" when she said "You might be able to do some more work with the 'higher-ups', some research and what not. That would be important for your own development and it could also be related to changing positions or jobs."

TABLE 8

Career Orientation Factors Which Influence Teacher Participation in Curriculum Development.

Category B: Career Orientation	Most Important	Important	Somewhat Important	Not Important
1. Your work on the curriculum committee has enabled you to move into a more desireable teaching position.	2	7	4	9
2. As your name becomes known for the committee work you have done, you may have the opportunity to do more curriculum work in an area of your choice.	3	11	5	4
3. You have increased your contacts with people at higher levels of the educational hierarchy.	4	5	9	5
4. The curriculum committee work you do has increased your chances of being offered a principalship or a consultant position.	3	2	9	9
Totals	12	25	27	27

There were other teachers who were interested in the indicator "Your work on the curriculum committee has enabled you to move into a more desirable teaching position." When asked why this possibility was so important, one teacher responded, "You should always keep that in the back of your mind so that you don't end up in a rut! By meeting other people, you might end up changing jobs, finding something more challenging." Both of these teachers' comments again suggest that career advancement is related to knowing the right people.

There were many other teachers, however, who were not interested in moving up in the educational hierarchy. As shown in the table, the teachers were least attracted by the idea that "The curriculum committee work you have done has increased your chances of being offered a principalship or a consultant position." Examples of comments made by teachers who did not feel that this indicator was important include, "I'm not interested in a principalship. The work I do in the field as a teacher would be much more important," "Personally I'm not interested in teaching for what I can get out of it. So, I wouldn't care about being offered a principalship or for getting ahead" and "I am happy to be a classroom teacher!"

These teachers' comments indicate that they enjoy teaching and are, therefore, content to remain classroom teachers.

The Category of Extrinsic Rewards

As pointed out in the description of Table 3, the teachers were least attracted to the category of Extrinsic Rewards. The first

part of this section deals with why this category was not important to the teachers. The second part of this section examines how the teachers felt about obtaining extrinsic rewards for participating in curriculum development committees.

Why Extrinsic Rewards Were Not Important to the Teachers

The teachers did not value the category of Extrinsic Rewards primarily because they do not feel that it is necessary to be compensated for serving on a curriculum development committee. According to these teachers, curriculum work is part of their responsibility as teachers. Comments made by these teachers include, "Curriculum work is part of the greater whole of the job" and "That's the recognition again. That's not the important part, it's what I can give to the thing rather than what I can get from it." Another teacher was referring to this category when he said, "The overall gist of these things is that they tend to be advantageous to the teachers themselves. While I may enjoy some of the benefits, I don't personally think that it's a good reason to get involved in a curriculum committee."

It is evident from these teachers' comments that they feel that participation in curriculum development is something which teachers become involved in because of a sense of professional commitment to the teaching profession rather than because of the rewards which might result from their involvement.

Relative Importance of the Indicators of Extrinsic Rewards

As illustrated in Table 9, none of the four indicators of this category were important to the teachers. Therefore, each reward will be discussed individually to show the different viewpoints of teachers.

The teachers were least attracted to the reward of "A newsletter describing the project and listing the names of the teachers involved will be sent home to parents." It is evident from these teachers' comments that they were not interested in participating in curriculum development to impress parents. Comments made by these teachers include, "I don't feel parents need that kind of reinforcement," "I get enough recognition from parents!" and "I don't think I'm doing it to impress parents, I'm doing it to get ahead and increase my knowledge." Still another teacher was referring to this reward when she said, "I think the progress a child is doing should be sent home to parents, not a newsletter to influence parents about what you're doing as a teacher!"

One teacher, however, responded quite differently than the others. She was not interested in receiving recognition from parents. However, she did feel that recognition from others was important. The comment made by this teacher was, "I suppose that because the people whom I'd like to have some recognition from are the teachers and other professionals." For this teacher it was the source of recognition that made the difference. It was also pointed

TABLE 9

Extrinsic Rewards Factors Which Influence Teacher Participation in Curriculum Development.

Category F: Extrinsic Rewards	Most Important	Important	Somewhat Important	Not Important
1. A newsletter describing the project and listing the names of the teachers involved will be sent home to parents.	0	0	3	20
2. Your name will appear on the materials you helped develop.	1	1	10	11
3. You will be released from your classroom duties for committee meetings.	0	3	7	13
4. You will receive extra pay for the curriculum committee work you do.	0	2	4	17
Totals	1	4	24	61

out in the discussion of Self-Esteem that the source of recognition was important to teachers.

This table also shows that the teachers did not value highly the reward of "You will receive extra pay for the curriculum committee work you do." Some of these teachers felt that the extra money was not necessary and that it was not a valid reason for becoming involved in curriculum development. According to these teachers, people should only become involved because they want to do the work. Comments made by these teachers include, "That's almost insulting because it's a type of professional commitment. You do work on committees to help and enhance curricula as a professional responsibility or a commitment to the teaching field. It's personal to me and the extra pay you'd get is minimal. I find that insulting that I wouldn't do it unless someone paid me some minimal amount beyond my salary!!," "That's doing it for what you can get out of it and I'm not in it for that" and "You can't pay for the rewards you'd feel from doing the work."

Other teachers thought the extra money would be nice, but that it was not a good enough reason for becoming involved. One teacher said, "Sure the extra pay would be great! We all love and could use extra money! But, it wouldn't be a good reason for getting involved."

As shown in the table, the teachers were also not attracted to the reward of "Your name will appear on the materials you helped develop." These teachers did not feel that it made a difference whether or not their names were on the document. When asked why

this reward was not important, the teachers said, "That's not an important reason for becoming involved. It's the process that's important to me," "Whether my name would be put up in lights or not is not important to me! It's what the curriculum development gets from all of the teachers that's important" and "It falls into the area of using curriculum work as a vehicle for promoting yourself in terms of bureaucracy and that's not my goal. My goal is to have input!!"

The table also shows that the teachers were not attracted to the reward of "You will be released from your classroom duties for committee meetings." These teachers seemed to have a genuine concern for their students. They felt that being released from their class on a regular basis was detrimental to their students. Comments made by these teachers include, "I find that I have difficulty leaving plans for a substitute teacher and I worry about my kids when I'm gone" and "We can't afford to be taken from our classrooms because of the effects it has on the children."

Other teachers did not value this same reward because they enjoy teaching and being with their students. One teacher said, for example, "I'm the type of teacher who fights to be with my kids all the time!" Another teacher commented, "I think that's the pits because my classroom is important to me! I don't like to be released from my class because I enjoy teaching!"

It appears from the discussion of these four rewards that despite what the related literature stated about providing teachers with these types of rewards for participating in curriculum work, they are not very important to teachers.

Other Interesting Findings

This section presents other interesting findings which arose from the study. Part one of this section presents the teachers' responses to the additional questions which they were asked about the indicators. The second part deals with the inconsistencies in the teachers' responses. Part three discusses the teachers' misinterpretations of indicators.

Additional Questions About the Indicators

As stated in Chapter III, once the teachers had explained why they were attracted by the indicators they placed in the "Most Important" category, the researcher asked the teachers to respond to three questions. The questions, the teachers' responses to these questions and the frequency of each response are included in Tables 10 and 11. Comments made by teachers are included either when they represent a unique point of view or when they are typical of teachers' responses.

Question #1

These are the things that you would like to achieve from working on a curriculum committee. Do you think you would achieve them?

It is interesting to point out that only two of the twenty-three teachers said that they would not achieve them. The reasons

that these two teachers gave when they were asked why they would not achieve them include "I don't know who they pick to help write curriculum. It must be a select group of teachers because you don't hear about it too much or not too many people are asked to do it. I think it's who you know. For example, a teacher on our staff was asked to help do some writing for Edmonton Public and her husband is a principal. So, naturally she is going to get asked because it is hierarchy of who you know."

Said the other teacher "Right now the way our system is set up, it's too strongly influenced by the ministerial level, then to the board, from the board down to the teachers. We do have a few teacher representatives sitting on the committee. But, I don't know how that teacher gets there for one thing and if her ideas reflect everybody else's ideas. So, when they get together to develop curriculum if what she has to present is a representation of all the other teachers, I think that would be fine. But no one even asked me to sit down and design questions and then present it. I don't even know where they get those people from." These two teachers seemed to feel that they would not achieve what they wanted because they probably would not be asked to serve on the committee.

Question #2

Would you rather achieve these things through some means other than a curriculum committee?

As illustrated on Table 10, twelve teachers said "no", that a curriculum committee would be the best means. One teacher felt that it would be the easiest means to achieve what she wanted and two teachers were uncertain.

As illustrated on Table 10, there were other teachers who preferred to achieve these things through some other means. According to these teachers, they could work as a co-ordinator-facilitator for a school district, serve on a professional development committee, team teach, among others.

It is worth noting that two teachers preferred to give their ideas about curricula to curriculum specialists. Another teacher felt that teachers could provide input by filling out some form of questionnaire. All three of these teachers seemed to feel that curriculum committees involve a lot of time, which is very hard for teachers to give up.

It is interesting to point out, however, that all three of these teachers did not value being released from their classroom duties for committee meetings. It was stated earlier in this chapter that a number of teachers felt that being released from their classrooms on a regular basis has negative effects on their students.

Question #3

Is there any other reason that you would participate in curriculum development that is not included on these cards?

TABLE 10

Teachers Responses to Question #2.

Question	Teachers Responses	Number of Teachers
2. Would you rather achieve these things through some other means?	No, a curriculum committee is probably the best means to achieve these things.	12
	No, a curriculum committee is probably the easiest way to achieve these things.	1
	Uncertain, I don't know. I am not sure what would be a better means to achieve them.	2
	Teachers could provide input either through a curriculum committee or by meeting with curriculum consultants or specialists. Curriculum committees are usually boring and time consuming.	1
	Yes, teachers could meet with curriculum specialists and give their input and ideas as to what they feel should be included in the curriculum, because not enough is accomplished on committees and they always involve a lot of time!	1
	Yes, one could achieve these things through working as a coordinator-facilitator for a subject area.	1

Continued on page 70

TABLE 10 - continued

Question	Teachers Responses	Number of Teachers
2. Continued	Yes, questionnaires asking teachers what should be included in the curriculum could be filled out by every teacher in the province. Curriculum committees are very time consuming.	1
	You might achieve them through team-teaching with another teacher in your school. Then you wouldn't be spending your evenings doing committee work.	1
	Yes, you could achieve them by being on a professional development committee.	1
	A curriculum committee is one way of achieving these things. But it is a combination of things such as writing curriculum, working with colleagues on implementation of curricula, taking University courses, and even the things you do in your school with your students.	1
	A combination of a curriculum committee and taking curriculum courses at the University.	1
Totals		23

Twenty teachers said that there were no other reasons. The reasons given by the three teachers who responded "yes" to this question are contained in Table 11.

It is interesting to point out that one of these teachers felt that the needs of the students in her school district are not being met because her students are a minority group. Therefore, she would participate in a curriculum committee in order to satisfy the needs of the students she teaches.

Another teacher felt very strongly about a particular subject area. According to this teacher, most teachers neglect to teach elementary science. Therefore, she would become involved to improve the science curriculum so that other teachers might implement it on a more regular basis.

It is worth noting that the third teacher said that she would participate in curriculum development if she could be assured that there was some means to evaluate the work the committee had done. According to this teacher, curriculum committees are often a waste of time. It is interesting to point out that one of the teachers who preferred to give her ideas to a curriculum specialist also felt that time is not spent productively at committee meetings.

TABLE 11

Teachers Responses to Question #3.

Question	Teachers Responses	Number of Teachers
3. Is there any other reason that you would participate in curriculum development that is not included on these cards?	No, there is no other reason.	20
	Yes, to satisfy the needs of the students in my school if the school has not yet met them.	1
	Yes, personal commitment to a subject area about which I feel strongly.	1
	Yes, if I knew that the committee was set up so that when the curriculum work was finished the committee members had some way to measure the effectiveness of the curriculum work they had done.	1
Totals		23

Inconsistencies in Teachers' Responses

If the researcher noticed an inconsistency in the teachers' placement of cards, the teachers were asked to explain the inconsistency.

As pointed out in chapter III, an inconsistency would occur when a teacher placed three of the four indicators of Extrinsic Rewards, for example, in the "Not Important" category and the other indicator in the "Important" category.

There was a total of nine indicators placed inconsistently by the twenty-three teachers interviewed. Six inconsistencies were from the category of Professional Development; three were from Extrinsic Rewards.

Two teachers, for example placed three of the four indicators of Professional Development in the "Most Important" category and the fourth one appeared in the "Not Important" category.

This fourth indicator was "Interaction at meetings allows committee members to discuss and challenge each others' ideas." When the teachers were asked why this indicator was not important, their responses included "You do not go there to bicker and challenge each other" and "It would not interest me to participate to challenge other people's ideas." Perhaps these teachers misunderstood the word "challenge" because both teachers appeared to be very attracted to the category of Professional Development according to the way they placed the other three indicators from that category.

Another indicator placed inconsistently by two teachers within the same category was "Working on the curriculum committee makes you feel rejuvenated about teaching and anxious to try out the ideas you gained with your students."

When one of these teachers was asked to explain why she was not attracted by this indicator (when she was attracted by other indicators in this category), she replied "I don't feel I need rejuvenation because I haven't burnt out yet." This response was realistic because this teacher has only been teaching four years.

The response from the other teacher was "I get rejuvenated from my students and my attitude towards teaching." This again was very understandable because this teacher has taught only three years.

The other indicator from the category of Professional Development which was placed inconsistently by two teachers was "Working on the curriculum committee is enabling you to make a contribution to the teaching profession outside of the classroom." Both of these teachers placed the other three indicators of the Professional Development category in "Most Important" and this particular indicator in "Somewhat Important".

It is interesting to point out that when the teachers were asked to explain this inconsistency both the teachers felt that teachers should be more concerned with changing things within their classroom to enhance the learning environment for their own students.

As mentioned earlier two cards were placed inconsistently in the category of Extrinsic Rewards by three teachers. One of the indicators was "Your name will appear on the materials you helped

develop." Although one teacher placed three of the four cards from Extrinsic Rewards in the "Not Important" category, he placed this indicator in the "Important" category.

When asked to explain this inconsistency he replied "That's important from a personal standpoint. It looks nice to open up a book, and it's a nice feeling to see your name in it, you know, that I had done something. So, it's the positive stroke aspect of it."

It is worth noting that another teacher placed this same indicator in the "Most Important" category and when he was asked why he valued this card so highly he said "I feel that if I put in the work and the initiative then I deserve some sort of credit for what I've done and that may have a renowned effect because someone may call you and ask you to work on another committee."

Although in the latter case the teacher had not placed the indicator inconsistently, it is interesting to point out that both of these teachers have participated in curriculum development committees. Perhaps after having been involved in developing a curriculum it becomes more important for those involved to have their names inside the document.

Another inconsistency arose with the indicator "You will be released from your classroom duties for committee meetings." Two teachers placed this indicator in the "Important" category and the other three indicators of Extrinsic Rewards in the "Not Important" category.

When asked to explain this inconsistency one teacher said "I think, as you well know, that we are all working a full day anyway

and to have to go home and then rush somewhere to do something extra, if you're not going to be rewarded in some way, to me it isn't worth it. My time is important too!" Said the other teacher "It does become very important because if you're expected to work all day and then go to meetings at night, and you are very tired and you may likely have a family."

These two teachers have not participated in a curriculum committee at the district or at the provincial level. However, they have served on various committees for their school which may explain their reasons for valuing release time.

Misinterpretation of Indicators

Although the researcher had pilot-tested the indicators on five elementary teachers before conducting the interviews, the possibility of teachers misinterpreting indicators still existed.

After transcribing the tapes and analyzing the data, the researcher realized that this problem did in fact arise. However, out of the twenty-three times that the cards were placed there were only five occurrances of misinterpreted indicators.

All of the misinterpreted indicators were placed in the "Not Important" category. These indicators came from two categories; Self-Esteem and Participation in Decision-Making.

The two misinterpreted indicators from the category of Self-Esteem were "You are perceived by the teachers in your school as being very resourceful and they go to you when they require

assistance with curricula" and "Other classroom teachers have high regard for the curricula you helped develop." The misinterpretation occurred once for each of these indicators by the same teacher. After listening to the entire interview a second time the researcher concluded that the teacher interpreted the indicators as something other than Self-Esteem.

Some interesting findings arose from the misinterpreted indicators from the category of Participation in Decision-Making. For example, the indicator "Working on the curriculum committee gives you the opportunity to decide how a subject should be taught" was misinterpreted by two teachers. One teacher considered this indicator to be somewhat important whereas the other teacher felt that it was not important.

When the teachers were asked to explain why these cards were valued so much less than the other three from this category, their responses were "I really believe teachers have their own teaching styles and they won't be effective if you tell them to change. It's not right! If teachers have their own styles that's what is best for them!" and "I don't think the subject is determined by the curriculum. The transmitter is the teacher."

After listening to the totality of the interviews it was evident that these teachers did in fact desire to participate in curriculum decision-making. At the same time these teachers did not want to force their ideas and values on other teachers. Perhaps this is because these teachers do not appreciate other teachers

forcing their ideas and values on them. In addition, out of the four indicators of Participation in Decision-Making both of these teachers placed the other three indicators in more valued categories.

The other misinterpreted indicator from this category was "Working on the curriculum committee gives you the opportunity to decide on the curricular materials to be used in your school." It is interesting to point out that the teacher who misinterpreted this indicator felt basically the same way as the last two teachers did. When asked why he was not attracted by this indicator, for example, his response was "I don't think I have the right to be telling other teachers what they should be doing." During the interview this teacher also expressed a desire to have input into curriculum decision-making. These teachers seemed to disapprove of making decisions for other teachers.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

This chapter is divided into four sections. The first section is a summary of the research problem and the method which was used to explore the problem. The conclusions which were drawn from the study findings are presented in the second section. The third section contains recommendations for curriculum development. The fourth section presents implications for further study.

Summary of the Research Problem and the Research Methodology

As stated in Chapter I, there is evidence that teacher participation in curriculum development is of value to the development process and to teachers. One section of the review of related literature presented the advantages of teacher participation in curriculum development. The other section dealt with the variables which are related to teachers' willingness to become involved in curriculum development.

Although the research states that it is desirable for teachers to participate in curriculum development, few studies have explored teachers' motivations for becoming involved.

It was the purpose of this study to determine which variables teachers value most highly as well as their reasons for valuing them so highly. Therefore, the study addressed the following research questions:

1. What factors influence teachers' willingness to participate in curriculum development?
2. Why do these factors make a difference to teachers?

In order to pursue this problem, the researcher drew from the literature six categories of factors which may influence teachers' willingness to participate in curriculum development. The researcher then wrote brief statements (called indicators) which reflect the meaning implied by each category. There were four indicators for each of the six categories. These indicators were the measuring instrument for this study.

The study sample consisted of twenty-three full-time classroom teachers who taught at the elementary level in the school year 1984-1985. The study sample is described in detail in Chapter III. The researcher arranged to meet and interview each teacher individually. A tape recorder was used for the interviews. Each teacher read the twenty-four indicators and sorted them into four categories: most important, important, somewhat important and not important.

The researcher asked each teacher questions in order to determine his/her reasons for valuing and not valuing certain indicators. As stated in Chapters III and IV, the researcher asked probing

questions in order to elicit other information from the teachers. Each interview lasted approximately twenty minutes.

The researcher recorded and later totaled the number of indicators placed in each of the four categories. The taped interviews were transcribed and the teachers' responses were used to determine their reasons for valuing and not valuing indicators.

As pointed out in Chapter I, the information gained from this study is important from both a theoretical and practical perspective. The findings further our theoretical knowledge about teacher participation in decision-making. This information can be applied to organization theory because teachers are members of an organization. The findings are also valuable because they contribute to a practical understanding of teachers' motivations for becoming involved in curriculum development. This information is of value to people working directly with classroom teachers because it will enable them to organize curriculum development activities which are attractive to teachers.

Conclusions to the Research Questions

The conclusions related to the two research questions presented in Chapter I are contained in this section.

Question 1: What factors influence teachers' willingness to participate in curriculum development?

Professional Development and Participation in Decision-Making were the major factors which influence teachers' willingness to participate in curriculum development. Self-Esteem and Organizational Climate factors were of secondary importance to the teachers. Career Orientation and Extrinsic Rewards were least valued by the teachers.

Question 2: Why do these factors make a difference to teachers?

Professional Development

Participating in curriculum development was important to the teachers because they believed that through curriculum work they would gain knowledge about teaching and education and that this knowledge would lead to more effective teaching.

The teachers in this study indicated that professional growth resulted from interaction with other professionals. These teachers felt that they gained ideas from this interaction and that this made them feel rejuvenated about teaching.

The teachers were also interested in making a contribution to the teaching profession outside of their classrooms. According to these teachers, curriculum development work is part of their responsibility. In addition, some of these teachers acquired personal satisfaction when they feel that they are developing professionally.

Participation in Decision-Making

Participating in curriculum development was important to the teachers because they wanted to have more opportunities to express

their opinions about issues that directly affect their work. The teachers were less interested in learning how the decision-making process is effected. Perhaps these teachers do not realize that they must know how the decision-making process is effected in order to provide the input effectively.

In addition, all of the teachers who misinterpreted indicators of Participation in Decision-Making did so because, although they wanted to have input, they did not feel they had the right to be telling other teachers what to do and how to teach. This is due to the fact that these teachers do not appreciate other teachers telling them how to implement curricula in their classrooms.

These teachers further indicated that they should be participating in curriculum development because they know what works best in classrooms. According to these teachers, involvement in curriculum development leads to increased job satisfaction which results in more effective teaching.

Self-Esteem

Some of the teachers thought they would derive feelings of self-esteem from serving on curriculum development committees provided they were chosen for the committee by people higher in the educational hierarchy. The teachers felt that their expertise is recognized when they are selected for the committee by these people. The source of recognition may have been important because of the teachers' low position in the educational hierarchy.

Other teachers reported that they do not have a need to increase their self-esteem because these needs are currently being satisfied.

Organizational Climate

Teachers are most comfortable working in a school with a healthy, open climate in which positive interaction among staff members is on-going and pervasive. The teachers indicated that their work is less stressful when they feel at ease among their co-workers. They would also like to feel that they can share the work of the committee with the teachers in their school. For these teachers, feeling relaxed and at ease in their work place increases job satisfaction.

In addition, many teachers believed that administrative support increases the success of a project. The majority of these teachers had participated in curriculum development committees.

The teachers who had served on curriculum committees also felt that it made a difference if the people on the committee are pleasant and easy to work with. This suggests that organizational climate factors become more important to teachers after they have been involved in a curriculum development committee.

Career Orientation

Participating in curriculum development for the purpose of advancing in the teaching profession was not important to many of the teachers because they were content to remain as classroom teachers. In fact, many of the teachers in this study could not justify participating in curriculum development in order to move up within the hierarchy.

However, career oriented teachers equated career advancement with knowing the right people. These teachers believed that in order to advance in the teaching profession, they must know and be involved in projects with people in positions of authority. They would, therefore, participate in curriculum work if it might lead to advancement. This was supported further when the teachers were asked additional questions about the indicators and they claimed that one must know the right people to even be asked to serve on a curriculum committee.

Extrinsic Rewards

The teachers did not believe that serving on a curriculum committee for the purpose of obtaining extrinsic rewards was a valid reason for becoming involved. Many of the teachers felt that curriculum work was part of their responsibility as teachers. Consequently, these teachers would not participate in curriculum development to impress or receive recognition from parents. Extra pay was not considered by these teachers as a valid reason for becoming involved in curriculum work either. In addition, because these teachers enjoyed teaching and being with their students, being released from their classroom duties for committee meetings was not important.

However, there was one extrinsic reward which was valued by two teachers: "Your name will appear on the materials you helped develop." This reward was placed inconsistently by one of the teachers (i.e., he valued highly that indicator and not any of the others from its category). Both of these teachers had participated

in curriculum development committees. This suggests that certain types of extrinsic rewards become more important to teachers after they have served on curriculum committees. For example, after having developed a curriculum document, the teachers may want to have their names identified with that particular document.

Recommendations for Curriculum Development

The findings from this study have implications for curriculum committees in particular. Therefore, in this section the researcher is presenting recommendations for curriculum development committees.

Recommendation #1: Curriculum development should operate at the school district level.

Two findings from this study support this recommendation. First, the teachers felt that they would acquire feelings of self-esteem from being recognized by people in positions of authority such as administrators from their school district offices. People in positions of authority will most likely be involved in the curriculum committee at the district level. Therefore, by operating at this level, these teachers would receive recognition from such people.

Second, these teachers also felt that their self-esteem would be heightened if they were chosen for participation in a curriculum committee by people higher in the educational hierarchy. Therefore, rather than having teachers volunteer for curriuclum development work, administrators from school district offices could ask teachers to serve on curriuclum committees.

Recommendation #2: The curriculum committee should consist of administrators from school district offices as well as teachers.

The teachers in this study equated career advancement with knowing the right people. Therefore, at least one member of the committee could be from their school district office. Another possibility would be to invite people in positions of authority to attend committee meetings on a regular basis. These people might provide in-services for the committee or be involved in assisting small group work in which the committee is engaged. Consequently, teachers would meet people higher in the educational hierarchy through curriculum development work and at the same time not feel uncomfortable or threatened by their presence.

Recommendation #3: Teachers should initially be involved in developing instructional materials.

The teachers in this study felt that because they spend the majority of their time in classrooms working with students, they have practical expertise to offer the development process. The teachers also objected to curricula which are developed entirely by people who have not been in a classroom for several years. Therefore, when serving on curriculum committees, teachers could be involved in creating practical materials for themselves and other teachers to implement in their classrooms. These materials might include resource packages to complement existing units. The teachers might design whole group activities as well as individual and paired activities for students to do in their spare time.

The teachers might also plan strategies and activities for integrating units from one subject area into all subject areas. Activities for a Health unit on Nutrition, for example, could be planned for integration with Science, Language Arts, Social Studies, Art, Music, Math and French.

Once the teachers have been involved in the development of practical materials, the work of the committee could become more theoretical. This would be consistent with the idea of a hierarchy of teacher needs. Consequently, the teachers would acquire a sense of professional growth through participation in curriculum development committees.

Recommendation #4: Teachers should have numerous opportunities to provide input at committee meetings.

The teachers in this study were attracted to serving on curriculum committees because they wanted to have more input into curriculum decision-making. These teachers were primarily concerned with having more opportunities to express their opinions and, therefore, experience frustration when they have no control over curriculum decisions which are made.

Therefore, the curriculum committee might be organized in a way which would ensure that all members of the committee have numerous opportunities to voice their opinions. This could be accomplished through small group work at committee meetings. For example, the committee could be divided into sub-groups and each group be given a task. Later, each group would have the opportunity to present the

work they had done. Although only one or two teachers from each group might make the presentation to the whole group, each teacher has opportunities to voice his or her opinions while in the smaller group.

There must also be opportunities for whole group interaction because teachers thought they would acquire feelings of self-esteem when they are recognized for their expertise. This interaction would give them an opportunity to speak to the whole group about areas about which they feel they are knowledgeable.

Recommendation #5: Teachers should be able to participate in curriculum committees without disrupting the continuity of their class or without changing their status as teachers.

A number of teachers in this study did not want to be released from their classrooms for curriculum work on a regular basis because they feel that it has negative effects on their students. In addition, many of the teachers indicated that they are content to remain as classroom teachers. Therefore, to involve teachers in curriculum work without releasing them from their class and without changing their positions as teachers would require seconding teachers from their classrooms for a period of time. This period of time could be four months (e.g., September to December) or six months (e.g., January to June). This would depend on the amount of time those in charge of organizing the committee estimated that the curriculum work would involve. Another possibility would be to ask teachers to serve on curriculum committees during the summer months and pay them a daily honorarium.

This would enable teachers who want to participate in curriculum development to do so without worrying about leaving their classes on a regular basis. It would also allow teachers to remain classroom teachers, but at the same time to do some interesting curriculum development work.

Recommendation #6: Teachers should be acknowledged for the curriculum committee work they do.

Although the teachers claimed that they would not participate in curriculum development for the purpose of obtaining extrinsic rewards, a number of teachers said that these types of rewards would be nice. Therefore, rather than eliminating extrinsic rewards altogether, the names of the teachers who served on the committee could be listed in the staff bulletin which is sent to all schools in its district. Or, if the committee developed a guide book or a document of any kind, the teachers' names could be included inside. Although the teachers would not be expecting these rewards, it would be a means of acknowledging the work they had done on the curriculum committee.

Summary of the Recommendations

These recommendations are very realistic considering the findings of this study. However, they do not take into account the funds which are involved in seconding teachers nor the fact that teachers may not want to do curriculum development work during their summer break.

In addition, in order to implement these recommendations, the time-line allowed for the committee work would have to be extended.

Implications for Further Study

This section presents implications for further study. There are two major implications, both of which are discussed below.

Implication #1: Another research method could be used to extend the data. This study identified the rewards the teachers said they wanted to acquire from serving on curriculum development committees. However, it might be worth being involved with teachers while they are participating in a curriculum committee. It would be interesting to find out if they actually do value the indicators which they thought they would and if their values change during this process. Therefore, an ethnographic study could be conducted with a small number of teachers.

Implication #2: Other groups of teachers may value different indicators than the teachers in this study. This information would enable the people responsible for setting up curriculum committees to set them up according to the indicators the teachers value. Therefore, for purposes of comparison, this study could be replicated with the following groups of teachers.

a) The findings from this study cannot be generalized to teachers at the secondary level. Since the organization of a secondary school is different from that of an elementary school, it would be worth conducting this study with secondary teachers. Would they be attracted by different indicators than elementary teachers?

b) The teachers in this study who have served on curriculum committees had somewhat different feelings towards certain indicators than the teachers who had not participated in curriculum development. The teachers who have participated in curriculum development, for example, valued organizational climate factors such as administrative support and being among people who were pleasant and easy to work with at committee meetings more than the teachers who had not served on curriculum committees. Therefore, this study could be conducted with an equal number of teachers who have and have not participated in curriculum development.

c) Teachers could be compared on the basis of their teaching experience. The study sample could consist of one group of teachers who have several years teaching experience and another group of teachers who have fewer years teaching experience. It is possible, for example, that younger teachers are more interested in growing professionally than older teachers. Younger teachers may feel that because they have not taught for a long time, they still have many things to learn about teaching and the teaching profession.

d) Teachers might go through different stages in their life cycle and this could affect the indicators they value. It is possible, for example, that a teacher with a family would value the extrinsic reward of receiving extra pay for the curriculum work. Therefore, it would be worth comparing teachers who are single with those who have families.

These suggestions for further research are worth pursuing because they would increase our knowledge about teacher participation in curriculum development.

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APPENDIX A

Indicator Cards Used in This Study

Self-esteem

1. You are perceived by the teachers in your school as being very resourceful and they go to you when they require assistance with curricula.
2. Other people on the curriculum committee think you have good ideas and they display interest when you speak.
3. Other classroom teachers have high regard for the curricula you helped develop.
4. You have been chosen for committee work because of your expertise in different areas.

Career Orientation

1. Your work on the curriculum committee has enabled you to move into a more desirable teaching position.
2. As your name becomes known for the committee work you have done, you may have the opportunity to do more curriculum work in an area of your choice.
3. You have increased your contacts with people at higher levels of the educational hierarchy.
4. The curriculum committee work you have done has increased your chances of being offered a principalship or a consultant position.

Organizational Climate

1. Central office encourages the committee to pursue their work in the way they think best.
2. You feel comfortable sharing the work of the curriculum committee with the teachers in your school.
3. You enjoy going to the committee meetings because you are among people who are pleasant and easy to work with.
4. You feel that your principal is supporting the work of your committee.

Professional Development

1. Interaction at meetings allows committee members to discuss and challenge each others' ideas.
2. Working on the curriculum committee makes you feel rejuvenated about teaching and anxious to try out the ideas you gained with your students.
3. Working on the curriculum committee is enabling you to make a contribution to the teaching profession outside of the classroom.
4. You are increasing your knowledge about subject matter, teaching and education because of working on the curriculum committee.

Participation in Decision-Making

1. Working on the curriculum committee gives you the opportunity to decide how a subject should be taught.

2. Working on the curriculum committee gives you the opportunity to decide on the curricular materials to be used in your school.
3. Working on the curriculum committee gives you the opportunity to voice your opinions about the curricula used in classrooms.
4. By working on the curriculum committee you can satisfy your curiosity about how curriculum decisions are made.

Extrinsic Rewards

1. A newsletter describing the project and listing the names of the teachers involved will be sent home to parents.
2. You will be released from your classroom duties for committee meetings.
3. Your name will appear on the materials you helped develop.
4. You will receive extra pay for the curriculum committee work you do.

APPENDIX B

Questionnaire Used to Locate the Study Sample

Name _____

Telephone Numbers U of A _____ Home _____

1. Were you a full-time classroom teacher in the school year 1984-85? Yes _____ No _____

2. If "yes":
   a) Were you teaching at the elementary level?
      Yes _____ No _____
   b) Where were you teaching?
      Province _____
      School District _____

APPENDIX C

Questionnaire Used to Collect Information About the Study Sample

Name _____

Telephone Numbers U of A _____ Home _____

Sex Male _____ Female _____

Year of Teaching Experience _____

Years of Teacher Education _____

Have you ever worked on a curriculum development committee? Yes _____ No _____

If "yes" what was the nature of the committee work?

_____

_____